

# Idaho School District - Teacher Evaluation

**Teacher:** Rose Teacher  
**Staff Identification:** None provided...  
**Evaluator:** J. Administrator  
**School:** Lake View Elementary School  
**Classroom:** Homeroom  
**School Year:** SY 2009-10  
**Evaluation Period:** 09/08/2009 to 06/21/2010

## PLANNING AND PREPARATION

### 1a. Demonstrating knowledge of content and pedagogy

#### Observation(s)

| Date       | Type     | Note   |
|------------|----------|--|
| 01/07/2010 | Informal | Rose had her teacher's manual and word work notebook ready for her lesson. She was missing her cubes, her classroom aide had to find them for her and bring them to her at the carpet.   |
| 01/12/2010 | Informal | Supplies and content were copied and on-hand for this activity. Students had everything they needed.   |
| 01/19/2010 | Informal | Rose flipped through the teacher's manual often and said, "Let's see what we do next (5-10 second pause while she found her place). Student began to wiggle.   |
| 01/28/2010 | Informal | Student and teacher supplies were readily available for this lesson. Teacher had pulled small groups and was working with students at their instructional level.   |
| 02/11/2010 | Formal   | Rose was well prepared for this lesson. All teaching materials and supplies were ready and on-hand. Word work cards were pulled in advance. She had created sticky notes with student names. They were already on the board with a song that has many of the current sight words in it. Rose did not need to rely on searching through her manual to see what next so the lesson flowed smoothly from one activity to the next.  |
| 03/10/2010 | Formal   | Cueing for letter sounds, blending, segmenting, and sight words was appropriate and followed instructional template routines.<br><br>Rose followed recommended error correction procedures for word work. When she heard an error she would say "My turn" and demonstrate. Students were asked to repeat the letter or word. She then backed up 2 and made sure students retained the skill. Individual turns were given.<br><br>During Word Work students were dragging out their letter names, sounds, and words so the sound for /a/ sounded like /aaaaaa/. This became more pronounced as the lesson developed. Rose did not correct this. |
| 04/01/2010 | Informal | Rose told students at the beginning of word work that she did not want them to drag out letter sounds. She demonstrated how the response should be voiced. When they did begin dragging out sounds, she corrected students.  |

#### Evaluation: Basic

Your plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.

There are times when you are inconsistent with using what you know about how children learn to read. You have made significant improvements in the area of preparing for your lessons and pulling required materials in advance. It is important that you continue to review lessons thoroughly before delivering them to make sure you can keep a perky pace during instruction.

### 1b. Demonstrating knowledge of students

#### Observation(s)

| Date       | Type     | Note   |
|------------|----------|--|
| 01/19/2010 | Informal | One student who is sometimes difficult was sitting up front next to Rose and was using a "move & sit cushion". He was able to participate. |
| 01/28/2010 | Informal | Students were grouped according to their individual needs.   |

**Evaluation:** Proficient

You actively seek knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

**1c. Setting instructional outcomes**

**Evaluation:** Proficient

Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.

Evidence: Rose does follow the adopted district curriculum for Reading and Math. She has utilized concept boards this year while still continuing Every Day Math activities.

**1d. Demonstrating knowledge of resources**

**Evaluation:** Proficient

You are fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

Evidence: Rose utilizes resources from the special education department, the instructional coach, administration and the Gem County Education Association.

**1e. Designing coherent instruction**

**Observation(s)**

| Date       | Type     | Note   |
|------------|----------|--|
| 01/07/2010 | Informal | This lesson had an energizer at the beginning. After that students stayed at the carpet giving whole-group response. There were no individual turns, pair/share, written activities, etc.  |
| 01/19/2010 | Informal | This lesson incorporated a variety of resources and strategies including pair/share and kinesthetic activities.  |
| 01/28/2010 | Informal | This lesson incorporated a variety of resources and strategies. Students were using print, verbal response, and had access to visuals.   |
| 03/01/2010 | Informal | Students drew the letter with the teacher the first time. Then they erased their work and drew the letter again. Rose explained how to draw a lower case "d: with step-by-step directions. The format for this lesson was "I do, we do". |
| 03/18/2010 | Informal | Rose was reading a story from the HM curriculum when I came in, transitioned to handwriting, and then transitioned back to HM curriculum with sight word activities.   |

**Artifact(s)**

| Activity Date | Title                             | Summary   |
|---------------|-----------------------------------|---|
| 01/04/2010    | Feedback from Instructional Coach | 1/4/10 Jill said: "I like that you put colors on your concept board. Looks good!" |

**Evaluation:** Basic

The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.

Evidence: You are improving, but show inconsistency with designing lessons that incorporate a variety of responses including pair/share and kinesthetic. I have had to remind you twice this year to make sure you are teaching only reading during the reading block and math during the math block. You tend to want to change subjects to assist in engaging students. Coaching has been provided in this area by both Mrs. Cox and I. We recommend increased use of structured pair/share, kinesthetic activities, perky pacing, and that students do not remain seated at the carpet for the full 60 minute reading block.

**1f. Designing student assessment**

**Evaluation:** Proficient

Your plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Your intend to use assessment results to plan for future instruction for groups of students.

Evidence: You are progress monitoring students for report cards and for noon groups as requested by administration and the

instructional coach. You participate in data meetings and implement team decisions about modified instruction based on our grade-level data.

## THE CLASSROOM/LEARNING ENVIRONMENT

### 2a. Creating an environment of respect and rapport

#### Observation(s)

| Date       | Type     | Note   |
|------------|----------|--|
| 01/19/2010 | Informal | Rose was reading to students at the carpet when I walked in. There were 6 student smiles during this lesson. Rose was reading the story to students with enthusiasm.   |
| 01/28/2010 | Informal | Rose was with her small group when I entered the room. There were 3 student smiles during this 8 minute walk-through.  |
| 02/08/2010 | Informal | Rose's tone of voice is enthusiastic. She said, "you are too good today....I can't trick you." and when referring to a story, "You are going to love it!" Student interactions with one another were very polite. They were sitting quietly at the carpet. |

#### Artifact(s)

| Activity Date | Title                               | Summary  |
|---------------|-------------------------------------|--|
| 01/08/2010    | Walk-through by Instructional Coach | 1-8-10 Rose conveyed enthusiasm by saying "Put your thinking caps on." Smiles & jokes. "Want to know a secret?" Asks for and listens to personal responses from students.  |
| 02/24/2010    | Walk-through by Instructional Coach | 2/24/10 3 student smiles documented. The teacher used these words to convey her enthusiasm for the lesson: "Did I get it right? Are you ready" Class says "You bet" Teacher says, "Go get your paw!" "Gavin, you are a star student, look at the way you are sitting. Woohoo!" |

#### Evaluation: Proficient

Your classroom interactions, between you and your students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

### 2b. Establishing a culture for learning

#### Observation(s)

| Date       | Type     | Note   |
|------------|----------|--|
| 01/07/2010 | Informal | Rose was at her desk looking through papers when I entered the room. Students were moving about the classroom. She used a soft but monotone voice to deliver directions to students. |
| 01/12/2010 | Informal | Rose set up the environment for the test. Students had paper, pencils and soft classical music was playing in the background.  |

#### Artifact(s)

| Activity Date | Title                             | Summary  |
|---------------|-----------------------------------|--|
| 02/10/2010    | Feedback from Instructional Coach | 2/10/10 Jill said, "You seem to be enjoying teaching again. Great lesson today." |

#### Evaluation: Proficient

The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both you and your students, with students demonstrating pride in their work.

### 2c. Managing classroom procedures

#### Observation(s)

| Date | Type | Note |
|------|------|------|
|------|------|------|

|            |          |   |
|------------|----------|---|
| 12/11/2009 | Informal | <p>Rose attempted to get the whole class's attention by using all of the following techniques in a 15 minute time frame:</p> <ol style="list-style-type: none"> <li>1. Calling "class" and expecting a choral response of "yes"</li> <li>2. Saying 1-2-3 Eyes on Me</li> <li>3. Whispering to the whole class "I need you to look at me."</li> <li>4. Saying, "It is really important that you all pay attention while I call your name, please look at me now."</li> </ol> <p>Each request resulted in approximately 50% of the students giving her their attention. As soon as students did look at Rose, she did not give them a task or instruction. Instead, she was often redirecting an individual student. Coaching notes were submitted to Rose to assist.</p> <p>Students were not ready to go when the bell rang. Rose did have the educational assistant helping students line up. A list was used to make sure she had students in the correct lines for either being picked up or going to the bus.</p>   |
| 12/18/2009 | Informal | <p>Rose and her classroom aide were referring to a list of students who walk vs. those who ride the bus. Students were orderly and had all of their materials with them. Extra time was used to sing while the students stood in line and waited for the bell. Notes from parents were pinned to students' coats. All students made it to the correct line safely.</p>  |
| 01/05/2010 | Informal | <p>A script of interactions between teacher &amp; students is below:</p> <p>Rose: rings chimes and says "Class?"</p> <p>Students: 2 say "Yes?"</p> <p>Rose: What does it mean when I say "Class?" (pause) Class?</p> <p>Students: 4 say "Yes?"</p> <p>Rose: Calls two student names to redirect. Be careful carrying those chairs. I need eyes everyone....Uh oh (student name). Carry it like this....not this....so we don't hurt anyone.</p> <p>Rose demonstrates, some students watch.</p> <p>Rose calls 7 student names in succession to try and get their attention. Other students in the classroom are coloring or visiting.</p> <p>Rose: am not going to start until you look. The teacher is talking to you. Isn't that a rule? Point to the speaker.</p> <p>Students: Approximately 85% of them point at Rose</p> <p>Rose: Stand up and hold a chair</p> <p>Students: 100% did it.</p> <p>(She demonstrates the way to hold it properly)</p> <p>Rose: Put the chair down and sit on it.</p> <p>Students: 100% did it.</p> <p>Rose: We have about 10 minutes until the bus comes. Point to the speaker (pause) Eyes on the speaker. I'm going to excuse you by table and I expect to not hear talking. (pause) I hear talking. Zip your mouths.</p> <p>Rose has the Green table the Blue Table get their coats and line up.</p> <p>Dismissal routine continues from there. The routine lasted from 3:15-3:30.</p> |
| 01/07/2010 | Informal | <p>The transition from the end of lunch recess to the start of instruction took 10 minutes. At 1:07 Rose called students to the carpet. She asked "Class?" several times and received no response. Three different individual students were redirected. Rose asked students to move to the carpet again. All did except for 8 students. At 1:10 when instruction still hadn't started Rose said to her class "We need to work on transitions." She then began the Hickory Dickory Dock poem and the other students moved to the carpet as she read the poem.</p>  |
| 01/25/2010 | Informal | <p>From 9:05 to 9:15 the class was taking care of opening activities such as lunch count and flag salute.</p> <p>After lunch count and flag salute were complete, Rose stated expectations for moving to the carpet. She then counted down from 10 to 0. All students followed her expectations that she stated prior and made it to the carpet quietly within 10 seconds.</p> <p>Instruction in the reading block did not start until 9:15 so non-instructional opening activities took 25 minutes- (8:50-9:15).</p>   |
| 01/26/2010 | Informal | <p>Students were already at carpet listening to the teacher read a poem when I entered the room at 9:07.</p>  |
| 01/28/2010 | Informal | <p>A transition to pass out supplies took 60 seconds. Instruction began again</p>   |

|            |          |  |
|------------|----------|--|
| 02/11/2010 | Formal   | <p>immediately.</p> <p>At 9:00 when I entered the room Rose was taking lunch count. Lunch count routine continued for several minutes. Rose asked students to be seated at the carpet by the time she counted down from 10. 19 out of 21 students made it in time. Transition took 20 seconds before instruction started.</p> <p>At 9:55 students lined up to go to specials. Rose lined students up by saying, "If you are wearing red, line up and so on. This transition took approximately 2 minutes.</p> <p>There were no other transitions during this lesson as students stayed at the carpet for the whole reading lesson.</p>   |
| 03/10/2010 | Formal   | <p>Rose had her classroom aide hand out stickers to group students into pair/share partners while she stated the classroom rules. The aide was often in-between the students and teacher since they were at the carpet. Students looked at their stickers but were not listening to the review of the rules.</p> <p>When it was time to use partners 4 students stated that they did not know who their partner was because they had lost their sticker. Two additional sets of students argued with one another over who their partner was. One student refused to work with this partner and was told he could be the teacher's partner.</p> <p>By the end of the 1 hour lesson students were mostly in groups of 3 instead of in pairs and continued to argue over partners.</p> <p>Rose's personal teaching materials were organized and readily accessible. She had word work, letter cards, big book, and her teacher's manual all pulled and available as instructional tools.</p>  |
| 03/15/2010 | Informal | <p>The bell rings at 8:50. When I walked into the room at 9:05 Rose was taking lunch count.</p> <p>At 9:08 Students moved to the carpet. Rose called individual names of students one-by-one. This transition took 60 seconds. Rose dealt with some management items of paring students, reviewing expectations, etc. Instruction started at 9:11 a.m.</p> <p>At 3:10 pm students were picking up garbage from the floor and putting on coats/backpacks. At 3:17 all of the students had made it back to their spot at the table and the classroom aide began to read aloud from James and the Giant Peach. The aide asked comprehension questions and gave a re-direction to one student. Rose listened to the story with the students. The aide began dismissing students individually after comprehension questions. They moved to lines by the door where Rose checked to make sure they were in the proper line. Movement from desks to the line was orderly.</p>   |
| 03/18/2010 | Informal | <p>At 1:31 Rose asked students to tiptoe to their desks for a new activity. She then began handing out white boards, but could not find enough. Markers had to be handed out next. Many of the markers did not work and had to be switched out. Students were shouting that they needed erasers, but were told they did not. They began erasing their drawings that they made while waiting with their hands. Instruction began at 1:36. The transition took 5 minutes.</p> <p>After the handwriting activity students were asked to move back to the carpet.</p> <p>At 1:43 Rose said, "I want you to erase your boards and put your marker caps on until they click. Mrs. Bingham, will you please pick up the supplies? Class I am going to count down from 10. When I get to 1 I want you to be back to the carpet. She counts: 10-9-8 etc.</p> <p>When Rose was finished counting, eight children were still standing. Six were still erasing their boards, putting caps on, etc. while two had continued working at their desks. At 1:45 Rose began a new activity without the participation of the 2 students who were at their desk. This transition took 2 minutes.</p> |
| 03/29/2010 | Informal | <p>Rose pulled a small group of 3 from the group at the carpet. This transition took 30 seconds.</p>   |
| 04/01/2010 | Informal | <p>Transition from a 5 minute rest-time after lunch recess to the carpet occurred at</p>   |

1:05. Rose counted down from 10. When she was done counting 4 students were still standing. Rose had conversations with 2 students and the 4 remaining students made their way to the carpet. Instruction started at 1:07 for a 2 minute transition.

#### Artifact(s)

| Activity Date | Title                               | Summary  |
|---------------|-------------------------------------|--|
| 01/08/2010    | Walk-through by Instructional Coach | 1/8/10 Coach left this note: Students had backpacks & coats on @ 3:10-they had a special popsicle party. Aide read a story while students ate their popsicle and waited for the end of the day. Rose touched each student on the head to dismiss individually. Students who did not follow expectations were sent back to try again. Much smoother than last time I observed! Great job! |

#### Evaluation: Unsatisfactory

Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..

#### 2d. Managing student behavior

##### Observation(s)

| Date       | Type     | Note   |
|------------|----------|--|
| 12/14/2009 | Informal | Rose whispered to Student A "Do you want that candy?" He nodded and complied with the academic request.<br><br>When Rose called "Class?" to get student attention she was consistent with expecting them to answer.<br><br>There were 4 individual student re-directions in the 15 minute observation.<br><br>Coaching notes were submitted to Rose outlining a positive incentive program as an idea for improvement. |
| 01/12/2010 | Informal | Rose was monitoring students as they worked when I walked in. She encouraged a student who was not participating in a soft voice with positive words. She then turned to me and said aloud, "I don't think he is going to be able to do the DWA." As the room was quiet for testing, all students could hear this statement.   |
| 01/19/2010 | Informal | 3 student re-directions occurred during this 5 minute walk-through. There were 7 verbal re-directions given in the 15 minute walkthrough. One student was sent to sit by the classroom aide when he was disruptive. This consequence was successful and stopped his behavior.  |
| 01/26/2010 | Informal | Rose redirected students 4 times while I was in the room. She used a whisper voice to redirect them quietly and quickly. She also said " I like the way Student A and Student B are looking at me and sitting quietly." Other students immediately followed that cue and had better behavior.  |
| 01/28/2010 | Informal | There were 3 verbal re-directions given in this 8 minute walk-through. There was not a need for behavior consequences and none were assigned. There was 1 positive reinforcement statement when Rose said, "Wow! Look at StudentA--woo hoo!"   |
| 02/08/2010 | Informal | There were 0 verbal re-directions given during this walk-through. All comments were positive reinforcement to students. Rose let student know that they could still work for "Puppy Paws" after her Star Student award was given. They were all responding.  |
| 02/11/2010 | Formal   | Rose gave 13 verbal re-directions during this lesson. Several were to the same students. There were no consequences assigned.<br><br>She gave 5 positive feedback statements about behavior and did use the "Star" incentive system to notice and reward good classroom behaviors. Students did respond to her positive statements by trying to sit up straighter, looking at the speaker, etc.                        |

Students were very wiggly after over 45 minutes at the carpet. Towards the end of the lesson they began to blurt out answers and visit instead of participating in pair/share. A script of the pair/share is below:

Rose: Guys, come on....turn to the person next to you.  
 Students: Do so and begin visiting. One student did not want to partner with the person next to her so Rose found her a new partner. The other students began visiting immediately.  
 Rose: What do you think will happen next in the story?  
 Students: Discuss with partners for a moment. Some discuss the question presented but many do not.  
 Rose: 5-4-3-2-1 Riley, Ben....

(Coaching was given to Rose immediately following the observation about how to structure a pair/share so that students hear the question, think, then turn to a partner and discuss)

02/22/2010      Informal      Rose used a lot of "I like it when..." statements. This was effective for the students. Many of them began imitating the behavior she said she liked.

Rose had three students stay behind at recess to visit with her about classroom rules.

One student was being inattentive and talking over the student speaker during sharing time. During the lesson he was asked to go sit by Mrs. Bingham but then he was allowed to go out at recess while the other three stayed behind to talk to the teacher.

02/26/2010      Informal      One of the students who often struggles with behavior was sitting next to Rose. He was participating. Rose used positive reinforcement often and consequences were not needed for students.

03/01/2010      Informal      At 11:50 students were working in groups and finishing a worksheet. Rose began passing out slates and chalk. Students were listening attentively to teacher directions.

03/09/2010      Informal      Rose was using a positive incentive system to manage student behavior. 4 students were rewarded for good behavior. She also often pointed out positive behavior by starting sentences with, "I like the way...."

Towards the end of the observation students were becoming restless. They began talking amongst themselves when asked a comprehension question.

03/10/2010      Formal      Rose gave 9 group redirects and 4 individual verbal redirects during the 60 minute lesson. For 2 of the verbal redirects she asked the student to repeat what she had asked him to do in order to make sure he understood the request.

She gave 5 positive statements noticing things she liked about individual student behavior. She also awarded "Star" to a student who was listening attentively during the lesson.

Rose did not assign any consequences according to her classroom management plan in response to the following behaviors:

1. Student defiantly refused to work with his assigned partner.
2. Student sat in teacher's chair and began playing with her teaching manual.
3. Student took off his shoes, did not respond chorally with the class, and crawled along the floor to the tables. He spent 40 minutes of the lesson off-task playing with his shoe.
4. One student made growling noises at his pair/share partner to indicate that he did not want to work with him.
5. A student picked up a small item (bark I think) off of the floor and threw it at her partner.
6. One student began gathering stickers and placing them on the back of the student in front of him.
7. One student turned around with her back to the teacher and visited with the student behind her during an activity on opposites. Her back was to the teacher for the 7 minute activity.

From 9:45-9:55 students were particularly restless. During this time Rose gave several verbal redirects towards the whole group and towards individual students. The only academic activity that happened in this 10 minutes was that students chorally recited the letter sounds of "z, r, and d" one time each.

03/15/2010      Informal      Students were quiet and most followed directions to come to carpet in the morning and to put on backpacks and jackets in the afternoon. Those who didn't

|            |          |   |
|------------|----------|---|
| 03/18/2010 | Informal | <p>were redirected immediately and did follow through after 1 re-direction.</p> <p>Rose gave 4 verbal redirects to students. The classroom aide redirected 2 students also. Rose assigned 2 consequences. She put a check mark by one students name, and then added another students name when classmates pointed out that both students had remained at their seat so they both deserved a check. Rose gave 2 positive statements to reinforce good behavior.</p> <p>During instruction Rose gave the following directions to students:</p> <ol style="list-style-type: none"> <li>1. Stand up (19/20 did so, one student remained seated and did not participate in the activity)</li> <li>2. Watch a demonstration of printing a letter on the board. (3/20 watched, the others continued drawing on their white boards. They were quiet)</li> <li>3. Watch a demonstration of printing a different letter on the board (7/20 watched. Again, the others were quiet and did not draw on the white board)</li> <li>4. Asked for a choral response regarding an upper case or lower case letter. (7-10 out of 20 students responded. The others continued working)</li> </ol>  |
| 03/29/2010 | Informal | <p>Rose gave 3 verbal redirections and 0 consequences</p> <p>She also gave 4 positive statements for good student behavior.</p> <p>Students were sitting at the carpet or in a small group for this lesson. When the entire class was at the carpet all but 3 students in the back row were participating in the activities.</p>  |
| 04/01/2010 | Informal | <p>Rose reviewed the rules and then transitioned students tot he carpet.</p> <p>Four students did not transition when asked to. Two of those students were told to write their name on the board, two moved to the carpet unnoticed while the others were doing this. Rose told one student he could erase a check mark for moving to the carpet so quickly.</p> <p>Approximately 40% of students were participating in the word-work activity. Rose asked students to stand up for an energizer. One student did not stand. Rose said, "Stand up! Stand up!" The student looked at her and did not comply. Rose pulled him up to a standing position and began the song.</p> <p>Rose said, "I am looking for the quietest kindergartner"</p> <p>Student A: Turns and pretends to punch the student behind him</p> <p>Student B &amp; C: Complain about "owies"</p> <p>Rose: Student, A I am waiting.</p> <p>Students continue to participate at a 40% rate. Student A continues to bother those around him.</p> <p>Rose: I like the way Student C is sitting. Student A. Student A come here! Quickly! Stand up and come here. (He did not so Rose walked over and pulled him to her) She whispers in his ear some directions. Three other students stand up and put their ear very close to Student A and Rose so that there are 4 students in a huddle around the teacher. All other students remain at the carpet. Rose continues whispering to Student A while the other 3 listen in.</p> <p>Student A: "I'm not hearing that!"</p> <p>Rose: Told the 3 who were listening to sit down and reprimanded them for listening in when she was talking to Student A.</p> <p>The classroom management plan was not followed. Neither Student A or the students who moved from their seats to listen in were asked to write their names on the board.</p> |

#### Artifact(s)

| Activity Date | Title                               | Summary   |
|---------------|-------------------------------------|---|
| 10/05/2009    | Feedback from Instructional Coach   | 10/5/09 Jill said, "Your management was great today and you were able to do some great teaching!" |
| Activity Date | Title                               | Summary   |
| 01/08/2010    | Walk-through by Instructional Coach | 1/8/10 Coach recorded 4 student re-directions in 8 minute walk through.                           |
| Activity Date | Title                               | Summary   |
| 01/25/2010    | Walk-through by Instructional Coach | 1-25-10 Jill recorded 1 instance of reviewing   |



expectations. Rose said "You can play with these and then when I count backwards you will stop. Let's practice.....good job!" There were 7 positive reinforcement statements and 1 student redirect.

| Activity Date | Title                               | Summary  |
|---------------|-------------------------------------|--|
| 02/01/2010    | Walk-through by Instructional Coach | 2-1-10 Jill recorded 5 positive reinforcements used with the class, 2 redirects for behavior, and 5 instances of reviewing expectations. Examples include statements such as "StudentA, woohoo! You did a fabulous job" and "Go to your seat and let's see who can be the quietest." |
| 02/24/2010    | Walk-through by Instructional Coach | 2-24-10 There were no consequences needed during this lesson and only 1 student redirection was used by Rose.  |

**Evaluation:** Basic

It appears that you have made an effort to establish standards of conduct for students. You try, with uneven results, to monitor student behavior and respond to student misbehavior.

However, on 4 walk-throughs there was no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is occasionally repressive, or disrespectful of student dignity. This does not meet the expectations in the plan of probation.

**2e. Organizing physical space**

**Evaluation:** Proficient

Your classroom is safe, and learning is accessible to all students; You ensure that the physical arrangement is appropriate to the learning activities. You makes effective use of physical resources, including computer technology.

**Evidence:**

Room was thoroughly cleaned and organized in the summer of 2009 by Teacher and Administrator

Teacher has maintained room organization and cleanliness through March 2010

Teacher can conduct carpet activities, small groups, and individual learning activities in the room with current physical arrangement. Students are not impeded from making quick transitions by furniture layout.

## INSTRUCTION

**3a. Communicating with students**

**Observation(s)**

| Date       | Type     | Note  |
|------------|----------|---|
| 01/19/2010 | Informal | Students understood the assignment and 90-95% of students were able to successfully participate during the 15 minute walk-through.  |
| 02/08/2010 | Informal | Script of Student/Teacher interaction shows clear communication:<br><br>Rose: We are going to listen to the story so we can re-tell or summarize it.<br>Student: Summarize? What is that?<br>Rose: Summarize is when you listen and can re-tell the story.<br>Student: Oh! (claps) and says to himself "summarize"  |
| 02/22/2010 | Informal | Students were creating a picture schedule. The students I talked to did not understand what they were actually drawing. One drew scribbles on all three sections, another drew himself jumping over his classmates. Out of three students who shared with the class one had the assignment completed correctly, the other two drew pictures related to the school day but had difficulty explaining the schedule. |

**Evaluation:** Proficient

Expectations for learning, directions and procedures, and explanations of content are usually clear to students.

Communications are appropriate to students' cultures and levels of development.

**3b. Using questioning and discussion techniques**

**Observation(s)**

| Date | Type | Note |
|------|------|------|
|------|------|------|

|            |          |  |
|------------|----------|--|
| 01/19/2010 | Informal | Rose used the following discussion and questioning techniques: pair/share, individual turns, choral response and kinesthetic activities. Principal left note that said "Good lesson today!"  |
| 02/11/2010 | Formal   | <p>During word work, Rose used the standard error correction procedures of saying "my turn", demonstrating the skill, and then backing up 2 so that students could practice the skill again.</p> <p>She used all choral response for word work. Individual turns were not done.</p> <p>During comprehension questions Rose used individual turns and 2 pair/share activities.</p>  |
| 02/26/2010 | Informal | Rose was having students read sight words. Her cueing procedure was: point to the left of the word, slide under the word slowly to cue blending, slide fast to cue reading. This follows template procedures. Students were not using the wait time but Rose did attempt to give them that time to think.  |
| 03/09/2010 | Informal | <p>Rose cued students for sounds by pointing to the right of the letter to indicate think time pointing underneath the letter to cue the choral response. This does not follow the routine cards and is different from her regular routine because it moves in the opposite direction of the way we read printed text.</p> <p>Rose gave 5 individual turns. 1 student was called upon 3 times in the 15 minute observation.</p>  |
| 03/10/2010 | Formal   | <p>Response types included choral response and pair/share only.</p> <p>Rose used pair/share 3 times during the lesson. She did not monitor responses of partners because she was acting as one student's partner. A script of the pair/share questions and individual questions presented to students is below.</p> <p>Comprehension Question #1<br/> Rose: What do "clods" mean?<br/> Several student shout out their ideas.<br/> Rose counts down from 5 to get their attention back.<br/> She does not define the word but moves on.</p> <p>Pair/Share #1<br/> Rite: Now we are going to do pair/share. What happened to the car?<br/> (Kids begin to talk to one another)<br/> Rose: Wait, stop. You forgot to think. (pause) Go.<br/> (Kids continue talking)<br/> Rose: Counts down from 5.<br/> (Kids turn back to her)<br/> Rose: Called 2 individual turns.</p> <p>Comprehension Question #2<br/> Rose: Student A, do you know what it means when tires grip?<br/> Student A: gave incorrect answer<br/> Rose: Student B?<br/> Student B: gave incorrect answer<br/> Rose: Student C?<br/> Student C: gave incorrect answer<br/> Rose defined the word "grip" for the class.</p> <p>Pair/Share #2<br/> Rose: Turn to your partner<br/> (Kids do so and begin visiting loudly)<br/> Rose: Redirects 1 student individually and then says to whole class, "I didn't ask you the question yet. I need you to wait."<br/> (Students continue visiting)<br/> Rose: Gives the question and says "go"<br/> Students continue. Rose counts back from 5. She calls on 1 student for individual turns but that student gives the wrong answer. She calls on another student, who gives the correct answer.</p> <p>Pair/Share #3<br/> Rose: What did Mr. Gumpy predict? Think (pause)<br/> Now turn to your partner and share.</p> |

03/18/2010      Informal

Students turned and shared.  
 Rose called individual turns and the student called upon gave the correct answer.  
 Rose uses pair share. The script of the routine is below:

R: Says to whole class: Look at me. Green is going to share. Tell your favorite part of the story.  
 S: Begin talking to their partner. (They know who their partner is)  
 R: Monitors groups then says: Stop stop, stop, stop!  
 S: They stop conversation.  
 R: Ok, I want you to switch now.  
 S: Resume pair/share  
 Individual turns were not given.

**Artifact(s)**

| Activity Date | Title                               | Summary                                   |
|---------------|-------------------------------------|---|
| 01/08/2010    | Walk-through by Instructional Coach | 1 second average wait time for questions. |

**Evaluation:** Basic

Some of your questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Your attempt to engage all students in the discussion are only partially successful. You change cueing and routines for questions so that students are sometimes confused about how to appropriately respond.

**3c. Engaging students in learning**

**Observation(s)**

| Date       | Type     | Note  |
|------------|----------|---|
| 12/14/2009 | Informal | Rose selected a student helper to assist with the calendar routine. 95% of the students did count with the helper.  |
|            |          | Rose had the class stand to count. (Kinesthetic) They also participated in choral response.   |
| 01/12/2010 | Informal | 95% of students were on-task for this activity. (taking DWA test)   |
| 01/25/2010 | Informal | Rose had students stand up and sing "If You're Happy and You Know It" as a morning energizer. All students participated and there were several smiles.  |
|            |          | Rose asks the class to count the number of students having hot lunch with her. The following number of students counted during each request: Yellow Table 10/19, Blue Table 7/19, Green Table 0/19, Red Table 3/19. Review count 3/19 participated.   |
| 01/26/2010 | Informal | Rose used a pleasant, soft voice. Her body language was energetic. Approximately 80% of students were responding during word work and choral response questions today. Two students were sitting at their desks instead of the carpet, but Rose checked on them both by asking questions to make sure they were following the lesson. Both students were attending. |
| 02/08/2010 | Informal | All students were engaged in this lesson.   |
| 02/11/2010 | Formal   | Rose planned an activity that incorporated singing with student names and reading sight words. Students were able to read the sight words and their own names or the names of their friends. Almost all students were smiling and 95% were engaged during this activity. One student commented "This is fun!"   |
|            |          | There were several opportunities for students to engage in the lesson with kinesthetic hand motions. Rose demonstrated the hand motions while reading and some of the kids naturally followed. She was coached to explicitly let students know that they can do the hand moves with her.  |
|            |          | One student did not participate during the entire lesson, although she was not misbehaving or disruptive to others either. Rose was coached to move that student to the front.  |
| 02/23/2010 | Informal | Approximately 95% of students were actively engaged in this small group lesson. 1 group of 4 was working with Mrs. Teacher, a group of 6 was with Mrs. Bingham and several students were out of the room for pull-out. Some students  |

|            |          |   |
|------------|----------|---|
| 02/26/2010 | Informal | <p>were working independently at their desks and they were on-task as well. 1 student was done with her work and did not know what to do next. She waited quietly at her desk for directions.</p> <p>100% of students were on-task during word work. There were 4 student smiles recorded. Activities in the 10 minute observation included word work, singing, and listening to a story.</p>   |
| 03/10/2010 | Formal   | <p>One of the words in the story was "plaid" and Rose had a student go get his plaid coat off of the coat rack to show the rest of the class so they all understood the definition of that word.</p> <p>18/19 students were engaged from 9:05-9:15 during Word Work (blending, segmenting, and sight words) Students were at carpet. She gives them a "wiggly break" and they sing a song at 9:15.</p> <p>Engagement/On-task behavior varies between 12/19 to 18/19 during Story and Pair/Share activity from 9:15-9:40. She had students act out portions of the story to increase engagement.</p> <p>9:40-9:45 Teacher has students play Simon Says for a break. They stay at the carpet. Some of the directions include brain gym activities. 17/19 student participated in the activity.</p> <p>9:45-9:55 Management. Students not engaged.</p> <p>9:55-10:05 14/19 students engaged during Opposites activity. Students moved from carpet to desks to start a painting activity.</p> |
| 04/01/2010 | Informal | <p>Engagement and Participation was at 40% during Word Work</p> <p>During Story and Comprehension time the engagement increased to 90%.</p>   |

**Evaluation:** Basic

Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.

**3d. Using Assessment in Instruction**

**Observation(s)**

| Date       | Type     | Note   |
|------------|----------|--|
| 01/12/2010 | Informal | Rose said, "I see some good work over here." |

**Evaluation:** Proficient

Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students. Students are fully aware of the assessment criteria used to evaluate their work.

Evidence: Rose participates in data team meetings and instruction is adjusted according to the data through team decisions with input from the coach and principal.

Verbal feedback to students regarding current work is often generic, so this could be an area of potential growth.

**3e. Demonstrating flexibility and responsiveness**

**Evaluation:** Basic

You attempt to modify the lesson when needed and to respond to student questions, with moderate success. You accept responsibility for student success, but has only a limited repertoire of strategies to draw upon.

Evidence: Rose does not adjust lesson immediately when she sees that students are not understanding. However, she will take the advice of peers, the coach or administration and try to incorporate new ideas. She will modify from one day to the next, improving the lesson for the second group of students.

**PROFESSIONAL RESPONSIBILITIES**

**4a. Reflecting on Teaching**

**Evaluation:** Basic

Your reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.

#### **4b. Maintaining Accurate Records**

**Evaluation:** Proficient

Your system for maintaining both instructional and non-instructional records is accurate, efficient and effective.

#### **4c. Communicating with Families**

**Evaluation:** Proficient

You communicate frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

Evidence: With the exception of one incident at the beginning of the year, communication has been appropriate. Rose has communicated on a weekly basis with several parents regarding students who have struggled with behaviors. As requested, she has sent administration a copy of that communication.

#### **4d. Participating in a Professional Community**

**Evaluation:** Proficient

You participate actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.

Evidence: Rose attends team meetings such as RTI, Collaboration, data meetings, and coaching meetings. She shares information with her team.

#### **4e. Growing and Developing Professionally**

**Evaluation:** Proficient

You seek out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher accepts feedback from supervisors and colleagues.

Evidence: Rose has been engaged in intense professional development this year including

- 1) Weekly 30-minute coaching meetings
- 2) Weekly coaching tips/suggestions from administration
- 3) Several coaching meetings with administration focusing on management and classroom routines.
- 4) Peer observations in 8 different classrooms and then participating in debriefing and goal setting meetings after those observations.

#### **4f. Demonstrating Professionalism**

**Evaluation:** Basic

You are honest and well-intentioned in serving students and contributing to decisions in the school, but your attempt to serve students are limited. You comply minimally with school and district regulations, doing just enough to "get by."

Evidence:

Recommendation

No Specific Recommendations

Signatures

Teacher:Rose Teacher

Date:

Evaluator:J. Administrator

Date: